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ABSTRACT

Designed primarily for students in the intermediate grades, this document provides discussion topics, poetry, and activities to help students: (1) recognize the uniqueness of themselves and others; (2) become aware of their uniqueness as members of the human family; (3) become aware of individual differences, emotions, and feelings; (4) recognize the rights, responsibilities, capabilities, and limitations of themselves and others in society; (5) understand and respect individual differences through awareness of prejudice, dislike, and stereotyping; and (6) become aware of and respect various cultures within the community. In each lesson, students first define the unit topic, then personalize it, and then consider thought-provoking challenges. In addition, the document includes student worksheets, bulletin board ideas, and student inventories. This document is a part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

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HUMAN RELATIONS

DISCUSSION TOPICS- ACTIVITIES

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HUMAN RELATIONS

DISCUSSION TOPICS AND ACTIVITIES

The main purpose of the following discussion topics and activities is to enable students to develop a realistic and positive self concept and a wholesome respect for individual differences.

Our goals are:

1. To help students recognize the uniqueness of self and others.
2. To help students become aware of their uniqueness as members of the human family.
3. To help students become aware of inside differences, emotions, and feelings in self and others.
4. To help students recognize the rights, responsibilities, capabilities, and limitations of self and others in society.
5. To help students understand and respect individual differences through awareness of prejudices, dislikes, and stereotypes.
6. To help students become aware of and respect various cultures within our country.

GOAL 1:

TO HELP STUDENTS RECOGNIZE THE UNIQUENESS OF SELF AND OTHERS.

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YOU'RE UNIQUE

DEFINE

1. What are some ways that people look different? (size, shape, color)
2. What are other things that make people different from one another?
3. What does unique mean?

PERSONALIZE

1. Is there any other person identical to you?
2. How are you unique? What are some things you can do that make you unique?
3. What things are unique about some other people that you admire?
4. Are there things other people can do that you can't? Why?
5. If you could change in any one way-what would you change?

CHALLENGE

1. What would it be like if you came to school one morning and everyone was the same size?
2. How can people learn to like themselves better?
3. How can people learn to accept their limitations?

GROWING UP

WARM UP: Have children bring in pictures of themselves when they were little-or get group picture from year book of the group to compare.

DEFINE

1. What does growing up mean?
2. Do people grow in more than one way? Name ways they grow up.

PERSONALIZE

1. What are some things you did when you were younger?
2. What can you do now that you couldn't do before?
3. How have you changed? Dress? Hair color or style? Other?
4. Do you play the same games as when you were younger?
5. Do you help your parents in different ways than you did a year ago?
6. What did you do when you were 3? Where did you play?
7. What things do you do well? What do you think you need to practice?

CHALLENGE

1. What things do you want to be able to do a year from now?
2. 10 years from now?

NAMES

DEFINE

1. Why do we have names?
2. What is a surname?(optional)
3. Are names always used for identification?
4. Do people ever change their names? Why?
(marriage, alien, professionals)
5. What is the difference between a name and a nickname?

PERSONALIZE

1. What is your full name?
2. How did your parents choose your name?
3. What does your name mean?
4. If you could choose your name, what would it be?
5. If you have a nickname, what is it?
6. Do you think certain names fit certain people?
7. Where did your surname come from?
8. How would you feel if someone made fun of your name?

CHALLENGE

1. How can you find out the meaning of your name?
2. What would the world be like without names?
3. Some women are keeping their own name when they they marry, how will their children be identified?

FINGERPRINTS

ACTIVITY

Can you think of one way in which you are different from everyone else?

Definition: Fingerprints are the impressions made by the ridges on the bulbs (end joints) of the fingers and thumbs. These ridges form the fingerprint pattern which remains unchanged throughout a persons life. No two fingerprints have as yet been found to be exactly alike.

Have each student press their thumb on an ink pad and transfer it to a plain piece of paper. Study your own fingerprints and compare with others.

Have each student make designs or animals using their fingerprints.

Walter Rinder, in his book *The Humanness of You-- Vol. 2*,
says best in a poem what we want all the children to
feel about themselves.

ONE OF A KIND

You
Unique
A wonder
A wonderful addition to life
for there is no one else like you.

You are important believe it...know it
Your realization to radiate among your fellow man
for there is no one else like you.

Reflect your feelings
Your hopes...your dreams
You have much to contribute
Take your time
Don't hurry
Tomorrow will wait for you
for there is no one else like you.

Grow with your difference to be proud...be happy
Like yourself
Become a new experience for other people
They can learn from you
for there is no one else like you.

The world needs you
When you hold back
The world is that much less
for there is no one else like you.

All people, including self, are unique members of the family with common needs.

ME

by Ruth Dana Pedersen

I have a special kind of smile
 A special kind of talk
 I hold my head a special way
 And I've a special walk.
 My laughing always sounds like me.
 No one sings like I sing
 I have a special kind of way
 of doing everything
 For I'm a special person.
 There's no one quite like me
 And if I had a choice I guess
 I'd just choose to be me?

JUST ME

by Maragret Hillers

Nobody sees what I can see,
 For back of my eyes there is only me.
 And nobody knows how my thoughts begin
 For there's only myself inside my skin
 Isn't it strange how everyone owns
 Just enough skin to cover his bones?
 My father's would be too big to fit--
 And be wrinkled inside of it.
 And my baby brother's is much too small
 It just wouldn't cover me up at all.
 But I feel just right in the skin I wear,
 And there's nobody like me anywhere.

POEM

by Douglas Malloch

If you can't be a pine on the top of the hill,
Be a scrub in the valley--but be
The best little scrub by the side of the hill:
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
And some highway happier make:
If you can't be a muskie then just be a bass--
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task you must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star:
It isn't by size that you win or you fail--
Be the best of whatever you are!

ACTIVITY

WHO IS IT?

Use the tape recorder to let each student record his voice. Let each student say something in his/her natural voice. Play the recording back, and ask the students to identify each speaker. Lead the students to the fact that voices are different and your voice is part of being you.

ACTIVITY

ARE THEY ALIKE?

Show the class pictures of identical twins. Discuss with the students how the twins are alike. Lead them to the fact that even twins are unique, with different likes, dislikes, and interests.

ACTIVITY

YOU ARE UNIQUE

Have the students make a poster showing their uniqueness. They could include such things as: favorite food, favorite book, favorite toy, etc.

Discuss and share the posters. Display them in the classroom.

ACTIVITY

MISS-MR. UNIQUE

Let each of the students pretend to be "Miss or Mr. Unique." In doing this, each student will dramatize something that makes them unique. The others name what is being dramatized.

Examples:

Playing the piano

Riding a bike

Reading

Sewing

Playing baseball

ACTIVITY

WHAT WOULD YOU WISH?

Discuss why they chose the wishes they did and then discuss why different people wished for different things.

GOAL 2:

TO HELP STUDENTS BECOME AWARE OF THEIR UNIQUENESS AS
MEMBERS OF THE HUMAN FAMILY

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HUMAN FAMILY NEEDS

DEFINE

1. What is a family?
2. Are there families other than human families?
Name some.
3. Are all families alike? How are they different?
4. Why are families important?
5. Does family mean only the people who live in
your home? Who else can it include?

PERSONALIZE

1. What is the size of your family?
2. Do all of your family live in the same house?
3. Is it important to you to be part of a family?
Why?
4. What do you like best about your family?
5. Where do you fit in your family? (oldest child,
youngest child)
6. Do you like your position?

CHALLENGE

1. Can you list some common needs of humans?
(food, shelter, love, etc.)
2. How does a family help fill these needs?
3. What can be done to help families get along better?

HUMAN FAMILY NEED-LOVE

DEFINE

1. How is love expressed in a family?
2. How do parents show their love for their children?
(sharing, discipline, physical contact, concern, etc.)
3. Why is love needed?

PERSONALIZE

1. What does love means to you?
2. How do you express love to your parents?
3. How do you express love to your brothers and sisters?
4. How do others in your family react when you show them affection?
5. Occasionally everyone feels unloved-how do you react when you think or know you are unloved?

CHALLENGE

1. What can people do to be more loved?
2. How can families work together to improve love relationships in their home?

ACTIVITY

ROLE PLAYING

1. You've secretly thought your brother or sister didn't love you. It's your birthday. Your brother or sister buys or makes you the one thing you wanted most. Let that person know you love him.
2. Your parents are having an argument. You love them, and it hurts you when they argue. How would you let them know?
3. You've just come to live in a foster home. The mother promises to let you do something special if you play with one of the younger children while she cooks lunch. You have found that adults usually break their promises. What would you do?

HOME SWEET HOME

DEFINE

1. What is a home?
2. How is a home different from a house?
3. How are homes different? How are they alike?
4. What different kinds of houses do people live in in other parts of the world?

PERSONALIZE

1. Describe your home.
2. What do you like most about your home?
3. What room is your favorite? Why?
4. If you could change anything in your home, what would you change?
5. If you could build your home anywhere, where would you build it.

CHALLENGE

1. How are people without homes provided for?
2. What would happen if your home was destroyed?
3. Describe how people stranded in a woods might provide themselves with a home.

ADDITIONAL ACTIVITY**"Get Acquainted With My Family"**

Have children bring or draw a picture of their family to display in the classroom.

SINGLE PARENT FAMILIES

DEFINE

1. What is a single parent family?
2. Why is there only one parent in some families? (divorce, death, separation, and never married)
3. What makes a single parent family unique?
4. What are the advantages and disadvantages of a single parent family?

PERSONALIZE

1. Do you know any single parent families, or are you from a single parent family?
2. Supposing you are from a single parent family--What would be some ways you and your family would have to adjust?
3. How would you handle the responsibilities you would have?
4. How would you explain to someone your own age why you have only one parent?

CHALLENGE

1. What adjustments would have to be made if the single parent remarries?
2. How would you act to a new parent or step-brothers and sisters?
3. How can children of separated families show love to both parents?

Additional Activities-available at AEA-7-film or video tape

View-Inside Out

"Break Up"

"In My Memory"

PARENTS

DEFINE

1. What makes a person a parent?
2. What are qualities of good parents?
3. What are some responsibilities of parents?

PERSONALIZE

1. What do you like about your parents?
2. What special things do you do with your parents?
3. What do you and your parents have in common?
4. How do your parents discipline you?
5. Do you agree with their methods of discipline?
6. What jobs do your parents share?
7. Does one or both of your parents work away from home?
8. What kind of a parent do you hope to be?

CHALLENGE

1. How is being a parent now different from the past?
2. How will parenting be different in the future?
3. As a parent, what will you do differently than your parents?

GRANDPARENTS

DEFINE

1. What is a grandparent?
2. What makes grandparents special?
3. What are some problems that grandparents have?
4. What are some groups grandparents belong to?

PERSONALIZE

1. How many grandparents do you have that are still living?
2. What special names do you call your grandparents?
How did these names come about?
3. What things do you like to do with your grandparents?
4. How often do you see your grandparents?
5. In what ways do you show love to your grandparents?
6. In what ways do they show their love to you?
7. How do you help your grandparents?
8. How do you remember your grandparents who are no longer living?

CHALLENGE

1. How can people help grandparents who are lonely?
2. When I am a grandparent, I will _____

3. What things can you and your family do to remember your grandparents?

ACTIVITY"YOUR FAMILY IS UNIQUE"

You will need: drawing paper

Procedure: Ask the children to draw a picture of their own family. Some children might want to picture their family engaged in an activity. Whatever scene they choose to place the family in is acceptable. Each child upon completion may dictate to the teacher one sentence about his family to be written on the illustration. After the children share their drawings, ask: Why weren't all the illustrations the same? Expose them to the word unique. The drawings could be saved for an "All About Me" scrapbook, if the teacher so desires.

ACTIVITY"PEOPLE OF MANY PLACES"

Collect and display pictures of the landscape in various parts of the world. Collect pictures of houses that would be suited to each area. Have the children match the houses with the appropriate environment. Have the children name different kinds of materials used to build the houses. Help the children see why the houses when matched are appropriate for their environment.

Resource: Individual Differences
Experience in Human Relations for Children
Compiled by the Madison Public Schools

GOAL 3:

TO HELP STUDENTS BECOME AWARE OF INSIDE DIFFERENCES, EMOTIONS,
AND FEELINGS IN SELF AND OTHERS

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FEELINGS AND EMOTIONS

DEFINE

1. What are inside feelings?
2. Name some inside feelings.*
3. What is an emotion?
4. What is the difference between an emotion and a feeling?

PERSONALIZE

1. Show that you are happy. (smile, laugh, cry, etc.)
2. Show that you are sad. (frowning, crying, pouting, etc.)
3. Show that you are angry. (yelling, hitting, crying, etc.)
4. Show that you are frustrated. (eating, biting nails, etc.)
5. Show that you are bored. (arguing, sucking thumb, pestering, yawning, etc.)
6. What are some times when you need to control your emotions?
7. Why is it important to express your emotions at times?

CHALLENGE

1. What are some unacceptable ways of showing emotions?
2. What would the world be like if these unacceptable emotions were not controlled?

- | | | |
|--------------|--------------|------------------|
| *1. happy | 17. wishful | 33. serious |
| 2. sad | 18. dreamy | 34. surprised |
| 3. angry | 19. excited | 35. worried |
| 4. bored | 20. sweet | 36. glad |
| 5. loved | 21. merry | 37. frightened |
| 6. jealous | 22. pleasant | 38. calm |
| 7. hateful | 23. quiet | 39. disappointed |
| 8. curious | 24. sorry | 40. disgusted |
| 9. proud | 25. afraid | 41. confused |
| 10. lazy | 26. noisy | 42. determined |
| 11. grumpy | 27. grateful | 43. embarrassed |
| 12. silly | 28. troubled | 44. content |
| 13. nervous | 29. hopeful | |
| 14. pleased | 30. selfish | |
| 15. joyous | 31. peaceful | |
| 16. lonesome | 32. annoyed | |

HAPPY FEELINGS

WARM UP: Make a list of things that make you happy.

DEFINE

1. What does happy mean?
2. What are some other words for happy?
3. What expressions show happiness?
4. What is a common ending for most fairy tales?
Is it possible to do this?

PERSONALIZE

1. How do you feel when you are happy?
2. Wh do you like to be around people who are happy?
3. Are you always happy?
4. What makes you happy?
5. How have you made someone else happy?

CHALLENGE

1. What can you do to help make someone else happy?
2. What would the world be like if everyone was happy all the time?

KINDNESS

DEFINE

1. What is kindness?
2. If you met the kindest girl or boy in the world what would she or he be like?

PERSONALIZE

1. Who do you know that is kind?
2. What kind things have you done for others?
3. How else can you be kind besides giving things?
(deeds, saying kind things)
4. Has anyone said something kind to you today?
5. Have you said or done anything kind today?
6. How does kindness by others make you feel?

CHALLENGE

1. In what ways can people better remember to be kind?
2. How will you be kind to others today?

NON-VERBAL COMMUNICATION

DEFINE

1. What is communication?
2. How do people communicate?
3. If someone gives you the silent treatment, How are they communicating?
4. What does a frown communicate?
5. What gestures do people use to communicate?

PERSONALIZE

1. How can you tell if someone is mad and they don't say they are mad?
2. How do people communicate to you without words? Give examples.
3. What are some common non-word communications that you have used?
4. When do you communicate without words?

CHALLENGE

1. What would non-verbal home/school be like?
2. How do people communicate in non-word ways to deaf persons?
3. How would you behave if you lost your voice?

DARES

DEFINE

1. What is a dare?
2. Who might make a dare?
3. What kinds of dares are there? Dangerous? Harmless?
4. Why do people make dares?
5. Why do people accept dares?

PERSONALIZE

1. Have you ever dared anyone? Explain.
2. Has anyone ever dared you? Explain.
3. Has anything bad ever happened to you as a result of a dare?
4. How do you feel when you dare someone?
5. How do you accept a dare?

CHALLENGE

1. Is it worth the danger to accept a dare? Explain.
2. What would you do if someone dared you to do something you didn't think you should do?

ACTIVITY

I DARE YOU

This Inside Out program "I Dare You," is available at AEA 7.

The purpose of this tape or film is to help children decide questions involving a choice between risk and safety, personal belief and group pressure; and to help them deal with feelings that accompany such crisis.

ACTIVITY

I DARE YOU GAME

Make a dare box and in the box put dares on pieces of paper. On the outside of the box put a sign that reads: "Did you ever take a dare? I dare you to take a dare." Tell children to draw from the box and, without telling anyone, do what the card says. Children should answer these questions to themselves: Did you do what the card said? Why? How did you feel? Did you wish for another card? Should you always do things on a dare?

Resource: Inside/Out-National Instructional Television Center

CRYING

DEFINE

1. What is crying?
2. Are there always tears when you cry? Do people ever have tears without crying?
3. Are tears and crying the same?
4. Why do people cry? (happiness, sadness) Do only children cry? Men? Women?
5. What is a cry baby?

PERSONALIZE

1. . Have you ever cried?
2. Have you ever wanted to cry but didn't? Why?
3. What things make you cry?
4. How do you feel when you cry? (better-worse)
5. When was the last time you cried?

CHALLENGE

1. What can a person do if they cry easily and they don't want others to see them?
2. In what ways can crying help people?

REVENGE

DEFINE

1. What is revenge?
2. What does it mean to get revenge?
3. What are some different ways people get revenge?

PERSONALIZE

1. Do you think its okay for people to get revenge?
Why?
2. Did you ever try to "get even" or get revenge?
3. What are some of the problems you've had when you
tried to get revenge?
4. Has anyone ever tried to get even with you?
What happened?

CHALLENGE

1. What are some better ways of settling problems than
"getting even?" (getting revenge)
2. Have you ever heard of "turning the other cheek."
What does this expression mean?

FEAR

DEFINE

1. What is fear?
2. What are some things that cause fear?
3. Do adults have fears? What kinds?

PERSONALIZE

1. What are some of your fears?
2. How do you feel when you are afraid? (upset stomach, butterflies, crying, laughing)
3. Do you know why you have the fears you do?
4. When do your fears bother you more-day or night? Why?

CHALLENGE

1. What can you do to help overcome your fears?
2. What can adults do to overcome their fears?
3. Where can a person get help when they have fears?
4. How can people help others when they have fears?

PUNISHMENT

DEFINE

1. What is punishment?
2. Who hands out punishment?
3. Are there different kinds of punishment?
4. Why do parents and teachers punish?

PERSONALIZE

1. Have you ever been punished? Why?
2. What was your punishment?
3. How was your punishment fair?
4. Did your punishment help to improve your behavior?
5. What punishment do you dislike the most? Why?

CHALLENGE

1. If you were a parent and your child _____ (sassed, broke something, lied, etc.) what punishment would you use?
2. What punishment is appropriate in the classroom when students misbehave?

CLASSROOM BEHAVIOR

DEFINE

1. What do we mean by classroom behavior?
2. How is classroom behavior different from outside behavior?
3. What are some qualities of good classroom behavior? (honesty, responsibility, politeness, and respect, etc.)

PERSONALIZE

1. On a scale of 1-5, how would you rank your own behavior in the classroom?
2. On a scale of 1-5, how would our classroom rank in comparison to the other classrooms in this school?
3. What are some of the rules in our classroom?
4. Why do we need these rules?
5. Which qualities of behavior do you think are the strongest in our classroom?
6. Which behaviors do you think we need to improve in our classroom?

CHALLENGE

1. What can be done to improve classroom behavior?
2. If you were the teacher how would you handle classroom behavior?

BEHAVIOR

DEFINE

1. How do you define behavior?
2. Are there different kinds of behavior for different kinds of situations? (school, church, friends, family, and community etc.)

PERSONALIZE

1. What kinds of behavior do you show when you are with a group of friends and someone you don't like joins the group?
2. How do you feel when you join a group and everyone stops talking.
3. How do you behave when you are with friends? with adults?
4. What makes adults think you are a nice kid?
5. Do you ever "show off?" When? Why?
6. Describe a time when someone's behavior embarrassed you?

CHALLENGE

1. How can unacceptable behavior be changed?
2. How do you think you can change your behavior for the better?

The Piers-Harris Children's Self Concept Scale entitled "The Way I Feel About Myself" is quickly completed (15-20 minutes) self report instrument designed to find out about children's self concepts. Because of the difficulty in reading some of the test items, especially for lower elementary students, the test should be administered orally by the teacher. Students should write their responses on a separate answer sheet. (See Appendix B) This answer sheet was made up by the program personnel and used by all teachers in the original project. It was found that second and third grade children followed the questions better on this type of answer sheet. However, the teacher needs to check frequently with the children throughout the test to be sure they are in the proper square.

Fourth, fifth, and sixth graders also found these answer sheets easier to follow than mark-sen cards.

A copy of the test appears in Appendix C.

Administering the Test

Instructions for administering the test are as follows:

1. Before administering test, the teacher should talk to the students about the value of finding out how boys and girls really feel about themselves. This could be phrases as "Answer the items as you really feel you are, not as you think you ought to be." It should be stressed that this is not a test; that there are no right or wrong answers; that results will not affect their school grades; and that their answers will be kept confidential.
2. When the answer sheets are distributed, the teacher should check to make sure every child has a pencil and then show the class where and how to fill out the identifying data. The teacher should then read the instructions found on the top of the test to the class.
3. It should be stressed that the students should circle YES or NO for all items. There should be no omissions and no double circles, even if some items are hard to decide. It has been found helpful for the teacher to go up and down the aisles to make sure all the children are marking the items correctly.
4. The teacher should read each item clearly twice, without haste, but not so slowly that second thoughts or distractions will occur. After a few items, the teacher can usually determine the optimal pace for the group. A few minutes can be given at the end to repeat questions that might have been missed.
5. One or two words in the test may be difficult for younger children (unpopular) but have been retained in that form to eliminate a double negative. These may be defined. It is also permissible to answer one or two questions at the beginning, particularly with reference to the all-or-none quality of the items. It should be explained that it is recognized that everyone feels differently at different times in different situations, but that they should mark the items the way they generally feel.

SCORING

There are no right or wrong answers for this test. Depending on how children answer the questions determine their perceptions of themselves. While we cannot assume that all high scores reflect truly positive self concepts, we probably can assume that low scores reflect truly negative self concept.

Items are scored in the direction of high (above average) self concept according to the answer key found in Appendix D. One point is given for each response which corresponds to the answers found in the key.

THE WAY I FEEL ABOUT MYSELF

There are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside. This is not a test. There are no right or wrong answers. The results will not affect your school grades. Your answers will be kept a secret.

1. My classmates make fun of me. yes no
2. I am a happy person. yes no
3. It is hard for me to make friends. yes no
4. I am often sad. yes no
5. I am smart. yes no
6. I am shy. yes no
7. I get nervous when the teachers call on me. yes no
8. My looks bother me. yes no
9. When I grow up, I will be an important person. yes no
10. I get worried when we have tests in school. yes no
11. I am unpopular. yes no
12. I am well behaved in school. yes no
13. It is usually my fault when something goes wrong. yes no
14. I cause trouble to my family. yes no
15. I am strong. yes no
16. I have good ideas. yes no
17. I am an important member of my family. yes no
18. I usually want my own way. yes no
19. I am good at making things with my hands. yes no
20. I give up easily. yes no
21. I am good in my school work. yes no
22. I do many bad things. yes no



THE WAY I FEEL ABOUT MYSELF (continued):

- | | | | |
|-----|--|-----|----|
| 23. | I can draw well | yes | no |
| 24. | I am good in music | yes | no |
| 25. | I behave badly at home. | yes | no |
| 26. | I am slow in finishing my school work. | yes | no |
| 27. | I am an important member of my class. | yes | no |
| 28. | I am nervous. | yes | no |
| 29. | I have pretty eyes. | yes | no |
| 30. | I can give a good report in front of the class. | yes | no |
| 31. | In school I am a dreamer. | yes | no |
| 32. | I pick on my brother(s) and sister(s). | yes | no |
| 33. | My friends like my ideas. | yes | no |
| 34. | I often get into trouble. | yes | no |
| 35. | I am obedient at home. | yes | no |
| 36. | I am lucky. | yes | no |
| 37. | I worry a lot | yes | no |
| 38. | My parents expect too much of me. | yes | no |
| 39. | I like being the way I am. | yes | no |
| 40. | I feel left out of things. | yes | no |
| 41. | I have nice hair. | yes | no |
| 42. | I often volunteer in school. | yes | no |
| 43. | I wish I were different. | yes | no |
| 44. | I sleep well at night. | yes | no |
| 45. | I hate school. | yes | no |
| 46. | I am among the last to be chosen for games. | yes | no |
| 47. | I am sick a lot. | yes | no |
| 48. | I am often mean to other people. | yes | no |
| 49. | My classmates in school think I have good ideas. | yes | no |

THE WAY I FEEL ABOUT MYSELF (continued):

50. I am unhappy. yes no
51. I have many friends. yes no
52. I am cheerful. yes no
53. I am dumb about most things. yes no
54. I am good looking. yes no
55. I have lots of pep. yes no
56. I get into a lot of fights. yes no
57. I am popular with boys. yes no
58. People pick on me. yes no
59. My family is disappointed in me. yes no
60. I have a pleasant face. yes no
61. When I try to make something, everything seems to
wrong. yes no
62. I am picked on at home. yes no
63. I am a leader in games and sports. yes no
64. I am clusmy yes no
65. In games and sports, I watch instead of play. . . . yes no
66. I forget what I learn yes no
67. I am easy to get along with. yes no
68. I lose my temper easily. yes no
69. I am popular with girls yes no
70. I am a good reader. yes no
71. I would rather work alone than with a group. . . . yes no
72. I like my brother (sister). yes no
73. I have a good figure. yes no
74. I am often afraid. yes no

THE WAY I FEEL ABOUT MYSELF (continued):

75. I am always dropping or breaking things. yes no
76. I can be trusted. yes no
77. I am different from other people. yes no
78. I think bad thoughts. yes no
79. I cry easily. yes no
80. I am a good person. yes no

KEY

PIERS-HARRIS CHILDRENS SELF CONCEPT SCALE

(The Way I Feel About Myself)

1. No	21. Yes	41. Yes	61. No
2. Yes	22. No	42. Yes	62. No
3. No	23. Yes	43. No	63. Yes
4. No	24. Yes	44. Yes	64. No
5. Yes	25. No	45. No	65. No
6. No	26. No	46. No	66. No
7. No	27. Yes	47. No	67. Tes
8. No	28. No	48. No	68. No
9. Yes	29. Yes	49. Yes	69. Yes
10. No	30. Yes	50. No	70. Yes
11. No	31. No	51. Yes	71. No
12. Yes	32. No	52. Yes	72. Yes
13. No	33. Yes	53. No	73. Yes
14. No	34. No	54. Yes	74. No
15. Yes	35. Yes	55. Yes	75. No
16. Yes	36. Yes	56. No	76. Yes
17. Yes	37. No	57. Yes	77. No
18. No	38. No	58. No	78. No
19. Yes	39. Yes	59. No	79. No
20. No	40. No	60. Yes	80. Yes

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION

Curriculum Division
Grimes State Office Building
Des Moines, Iowa 50319

INCOMPLETE SENTENCES

Name _____ Age _____ Grade _____ Date _____

Directions: Here is a list of sentences that have been started but not completed. You are to write an ending for each of these. This is your chance to write exactly the way you feel. You may write anything you like but it must be just what you think.

1. Today I feel _____

2. When I have to read, I _____

3. I get angry when _____

4. To be grown up _____

5. My idea of a good time is _____

6. I wish my parents knew _____

7. School is _____

8. I can't understand why _____

9. I feel bad when _____

10. I wish teachers _____

11. I wish my mother _____

12. Going to college _____

13. To me, books _____

14. People think I _____

15. I like to read about _____

16. On weekends I _____

17. I'd rather read than _____

18. To me, homework _____

19. I hope I'll never _____

20. I wish people wouldn't _____

21. When I finish high school _____

22. I'm afraid _____

23. Comic books _____

24. Whe I take my report card home _____

25. I am at my best when _____

26. Most brothers and sisters _____

27. I don't know how _____

28. When I read math _____

29. I feel proud when _____

30. The future looks _____

31. I wish my father _____

32. I like to read when _____

33. I would like to be _____

34. For me, studying _____

35. I often worry about _____

36. I wish I could _____

37. Reading science _____

38. I look forward to _____

39. I wish _____

40. I'd read more if _____

41. When I read out loud _____

42. My only regret _____

The following inventory can be used as a way of having children think about how they deal with certain feelings. The inventory is not necessarily intended for the teachers to look at, but only for the individual who has filled it out.

MY FEELINGS AND EMOTIONS

I get upset when someone calls me a name	seldom	1	2	3	4	5	often
I give compliments to people	seldom	1	2	3	4	5	often
I hit kids I get mad at	seldom	1	2	3	4	5	often
I share with others	seldom	1	2	3	4	5	often
I quit games when people cheat	seldom	1	2	3	4	5	often
I laugh a lot	seldom	1	2	3	4	5	often
I call people names (tease)	seldom	1	2	3	4	5	often
I get upset when someone corrects me	seldom	1	2	3	4	5	often
I feel good when someone else is successful	seldom	1	2	3	4	5	often
I feel good when someone else gets into trouble	seldom	1	2	3	4	5	often
I point out other people's mistakes	seldom	1	2	3	4	5	often

SUGGESTED TOPICS FOR CREATIVE WRITING

FEELINGS

I get really angry when.

I'm happiest when.

A good friend is.

When someone calls me a name I.

If I could be anyone I wanted to be.

The scariest thing.

I'm embarrassed when.

The happiest day of my life was.

People can hurt my feelings most by

If I were _____ years old, I would.

I think my parents should.

Someday I'm going to

When I grow up, I want to be.

The most important person in my family.

The most perfect day I could possibly have.

Just imagine that your class is going to put on a play and you are selected to direct it. Below you will see the parts that will be needed for this play. As director of the play, you have the responsibility of selecting any boy or girl, in your class for any of these parts. Since many of the parts are very small, you may, if you wish, select the same boy or girl for more than one part.

In order to make this play successful, and a lot of fun, you will need to choose boys and girls who you think would be most natural for the part. Make your choices carefully, and, if you have any questions about the meaning of the word or anything else, be sure to ask your teacher.

THESE ARE THE PARTS

- PART 1-The Hero-someone who is good in sports and in school work. 1. _____
- PART 2-Someone who often is mean and gets into fights a great deal. 2. _____
- PART 3-The Heroine-Someone who gets along well with other boys and girls and with the teachers. 3. _____
- PART 4-Someone who is always getting angry about little things. 4. _____
- PART 5-Someone who could play the part of the bully-picks on boys and girls smaller or weaker than himself. 5. _____
- PART 6-Someone who could be the hero's friend-A kind or helpful boy or girl. 6. _____
- PART 7-Some one who has a good sense of humor but is always careful not to distrub the class. 7. _____
- PART 8-Someone who could play the part of a person who doesn't ever say anything. 8. _____
- PART 9-Someone who is never mean and is always friendly. 9. _____
- PART 10-Someone who could act like the laziest person in the world-never does anything. 10. _____
- PART 11-A boy or girl you would choose to be in charge when the teacher left the room. 11. _____
- PART 12-This person knows all the answers and usually works alone. 12. _____

Resource: Handbook for Classroom Guidance AEA-7

SECTION II

- A. Which part or parts would you like to play best? Write the number or numbers on the line.

- B. Which part or parts do you think you could play? Write the number or numbers on the line.

- C. Which part or parts do you think the teacher might ask you to play? Write the number or numbers on the line.

- D. Which part or parts do you think most of the other kids would ask you to play? Write the number or numbers on the line.

ACTIVITY

PANTOMINE

Form small groups. Give each person a list of feelings to express without words. The rest of the group should try to guess the emotion being expressed. Suggested emotions: fear, hate, confusion, anxiety, nervousness, embarrassment, love, happiness, disappointment, confusion, disgust, surprise, dreaminess, sorrow, hope, depression, stubbornness, unhappiness

(Teacher can make adaptations according to age level.)

GOAL 4:

TO HELP STUDENTS RECOGNIZE THE RIGHTS, RESPONSIBILITIES,
CAPABILITIES, AND LIMITATIONS OF SELF AND OTHERS IN SOCIETY.

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Our Human Rights, Compassion--Discussion Topic.	51
Our Human Rights, Myself--Discussion Topic.	52
Our Human Rights, Opinion--Discussion Topic.	53
Our Human Rights, Ability--Discussion Topic.	53
Our Human Rights, Safe--Discussion Topic.	54
Our Human Rights, Hear--Discussion Topic.	54
Handicapped--Discussion Topic.	55
Hobbies--Discussion Topic.	56
Talents--Discussion Topic.	57
Responsibility--Discussion Topic.	58
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by the Creative Arts classes
Cassady Elementary Schools
Des Moines, Iowa

Adaptations by:
Human Relations Department
Madison Public Schools
Madison, Wisconsin

OUR HUMAN RIGHTS

I HAVE A RIGHT TO BE HAPPY AND TO BE

TREATED WITH COMPASSION IN THIS ROOM:

THIS MEANS THAT NO ONE
WILL LAUGH AT ME OR
HURT MY FEELINGS.



I HAVE A RIGHT TO BE MYSELF IN THIS ROOM:

THIS MEANS THAT NO ONE WILL
TREAT ME UNFAIRLY BECAUSE
OF MY SKIN COLOR,
FAT OR THIN,
TALL OR SHORT,
BOY OR GIRL,
OR BY THE WAY I LOOK.



I HAVE A RIGHT TO BE SAFE IN THIS ROOM:

THIS MEANS THAT NO ONE WILL
HIT ME,
KICK ME,
PUSH ME,
PINCH ME,
OR HURT ME.



I HAVE A RIGHT TO HEAR AND BE HEARD IN THIS ROOM:

THIS MEANS THAT NO ONE WILL
YELL,
SCREAM,
SHOUT
OR MAKE LOUD NOISES



I HAVE A RIGHT TO LEARN ABOUT MYSELF IN THIS ROOM:

THIS MEANS THAT I WILL BE
FREE TO EXPRESS MY FEELINGS
AND OPINIONS WITHOUT BEING
INTERRUPTED OR PUNISHED.



I HAVE A RIGHT TO LEARN ACCORDING TO MY OWN ABILITY:

THIS MEANS NO ONE WILL CALL
ME NAMES BECAUSE OF THE WAY I LEARN.



OUR HUMAN RIGHTS

I HAVE A RIGHT TO BE HAPPY AND TO BE--
TREATED WITH COMPASSION IN THIS ROOM

THIS MEANS THAT NO ONE
WILL LAUGH AT ME OR
HURT MY FEELINGS.

Human Relations Dept.
Madison Public Schools
Madison, Wisconsin

Adaptations by:
Developers of Human
Relations Topic and
Activities for Teacher
Center

DEFINE

1. What does compassion mean?
2. Why is it important that each person not have their feelings hurt by laughter or in other ways?

PERSONALIZE

1. Have you ever had your feelings hurt in school? What happened?
2. How did you feel when your feelings were hurt?
3. Did others know that your feelings were hurt or did you try to hide the fact?
4. Have you ever hurt another persons feelings in school? What happened?
5. How did you feel when you hurt someone elses feelings?
6. Did you apologize? What does it mean to apologize?
7. How have adults ever hurt your feelings in school?

CHALLENGE

1. How do people deal with being laughed at?
2. What can be done to avoid hurting the feelings of others?

Role play-a situation where on an apology is appropriate?

I HAVE A RIGHT TO BE MYSELF IN THIS ROOM:

THIS MEANS THAT NO ONE WILL
TREAT ME UNFAIRLY BECAUSE
OF MY SKIN COLOR,
FAT OR THIN,
TALL OR SHORT,
GIRL OR BOY,
OR BY THE WAY I LOOK.

DEFINE

1. What does it mean to say, "I have a right to be myself."

PERSONALIZE

1. Have you ever treated anyone unfairly because of their skin color? What happened?
2. Has anyone ever treated you unfairly because of your skin color?
3. Have you ever treated anyone unfairly because of their size? What happened?
4. Have you ever been treated unfairly because of your size? What happened?
5. Have you ever been treated unfairly because of your sex? What happened?
6. Have you ever treated someone else unfairly because of their sex? What happened?
7. Have you ever been treated unfairly because of the way you look? What happened?
8. Have you ever treated someone unfairly because of the way they look? What happened?

CHALLENGE

1. Why are people treated unfairly because of the way they look?
2. What would the world be like if everyone would be the same size, color and sex?

I HAVE A RIGHT TO LEARN ABOUT MYSELF IN THIS ROOM:

THIS MEANS THAT I WILL BE
FREE TO EXPRESS MY FEELINGS
AND OPINIONS WITHOUT BEING
INTERRUPTED OR PUNISHED.

DEFINE

1. What is an opinion?
2. Why is it important that we learn about other people and their opinions?

PERSONALIZE

1. Have you ever wanted others to learn about your ideas and opinions?
2. How do you go about getting others to listen to you?
3. Have you ever been interrupted when stating your idea? Explain?
4. How did you feel and what did you do?
5. Have you ever interrupted another person when they were giving their idea? Did you realize this? How do you suppose that person felt?

CHALLENGE

1. What can be done to lessen interruptions?

I HAVE A RIGHT TO LEARN ACCORDING TO MY OWN ABILITY:

THIS MEANS NO ONE WILL CALL
ME NAMES BECAUSE OF THE WAY I LEARN

DEFINE

1. What is ability?

PERSONALIZE

1. What are some labels that we unthinkingly place on others?
2. Why is it not fair to label others because of their ability?
3. How do you feel when someone places a label on you?
4. How do you react when someone places a label on you?

CHALLENGE

1. How should a person handle being labeled because of the way they learn?

I HAVE A RIGHT TO BE SAFE IN THIS ROOM:

THIS MEANS THAT NO ONE WILL
HIT ME,
KICK ME,
PUSH ME,
PINCH ME,
OR HURT ME.

DEFINE

1. What does safe mean?

PERSONALIZE

1. Has there been a time when you didn't feel safe at school? What happened?
2. Have you ever made someone feel unsafe at school? How?
3. If you feel safe at school do you think you will do an even better job of working and learning? Why or why not?

I HAVE A RIGHT TO HEAR AND BE HEARD IN THIS ROOM:

THIS MEANS THAT NO ONE WILL
YELL,
SCREAM,
SHOUT,
OR MAKE LOUD NOISES

DEFINE

1. Why is it important that each person be heard?

PERSONALIZE

1. Have you ever forgotten about someones right to be heard? What happened?
2. Has anyone ever forgotten that you wanted to be heard? What happened?
3. What kind of noises annoy you?

HANDICAPPED

DEFINE

1. What is the meaning of handicapped?
2. Name some different types of handicaps.
3. Are handicapped people different from other people in ways other than their handicap?
4. What human needs do handicapped people have? (food clothing, shelter, and love)
5. Are these needs the same as "normal" people's needs?
6. What rights do handicapped people have?
7. Are these rights the same as "normal" people's rights?

PERSONALIZE

1. Do you know any people who are handicapped? How are they handicapped?
2. What problems do you know about that handicapped people encounter?
3. How do you feel when you see a handicapped person?
4. How do you act when you are around a handicapped person?
5. What have you ever done to help a handicapped person?
6. Can you think of ways a handicapped person has helped you?

CHALLENGE

1. How would the lifestyle of your family be changed if if you had a handicapped person in your family?
2. What organizations help provide services for the handicapped?
3. How have laws changed facilities to provide for the handicapped?

HOBBIES

DEFINE

1. What is a hobby? Name some.
2. Do hobbies have to cost money? Why or why not?

PERSONALIZE

1. Do you have a hobby? What is it?
2. How did your hobby come about?
3. How can hobbies make money for you?
4. What problems might you have in pursuing your hobby?
5. What has your hobby done for you?

CHALLENGE

1. How do people go about starting a hobby?
2. How might a hobby enrich a person's life?

ACTIVITY--Have a hobby sharing day.

TALENTS

DEFINE

1. What is a talent?
2. Name some talents that people have.
3. What makes a talent special?

PERSONALIZE

1. How are you talented?
2. What special talent would you like to have?
3. In what ways do your talents enrich your life?
4. What people do you know or admire that have special talents?

CHALLENGE

1. How does environment (where you live) restrict or enhance the development of certain talents?
2. What other factors limit the development of certain talents?
3. How can these factors be overcome?

RESPONSIBILITY

DEFINE

1. Being responsible means _____.
2. What are some ways that people show they are responsible?

PERSONALIZE

1. What do you do to show that you are a responsible person?
2. How do you feel about accepting responsibility?
3. What happens when you are not responsible?
4. What responsibilities do you have to yourself? (care of body, teeth, etc.)
5. What happens when you don't take these responsibilities?
6. What responsibilities do you have in your home?
7. What happens when you don't take care of these?
8. What responsibilities do you have in school? community, church, or social organizations?
9. How do you feel about people who do not accept their responsibilities?

CHALLENGE

1. What benefits can be gained from being responsible?
2. Imagine you and your friends are having a party. The person who was responsible for providing refreshments forgot--How would you handle the situation?

ACTIVITY

Name _____

'WHO IS RESPONSIBLE?'		
	Me	Someone Else
For getting me up in the morning?		
For fixing my breakfast?		
For picking the clothes I wear?		
For getting me to school on time?		
For my not disturbing others in class?		
For doing my homework?		
For settling arguments that I get into?		
For my eating the right foods?		
For my being on time?		
For cleaning my room?		
For taking care of my brothers and sisters?		

ACTIVITIES:

List phrases on the board--and have students decide whether they describe people who take responsibility or those who don't.

speaking up	pleasing everyone	passing the buck
making excuses	organizing activities	taking charge
making decisions	taking advice	

If students don't agree have them explain why or why not.

Debate, discuss or role play with someone of the opposite sex whether the following tasks should be done by only one sex:

Girls should always babysit, wash dishes and cook. Boys should always: mow lawns, carry out garbage, bring in groceries, run errands.

Survey-from Department of Human Relations, Madison Public
Madison, Wisconsin.

A - Always

S - Sometimes

N - Never

- _____ 1. I share.
- _____ 2. I try to get to know others before I decide
what they are like.
- _____ 3. I work hard to do things well.
- _____ 4. I keep working at the things I need practice in.
- _____ 5. I think good things about myself.
- _____ 6. I think good things about others.
- _____ 7. I try to help others see good things about people.
- _____ 8. I say good things about people.
- _____ 9. I laugh when other people make a mistake.

LIFESTYLES

DEFINE

1. What is meant by "lifestyle?"
2. How does money affect a lifestyle?
3. How do work hours affect a lifestyle?
4. How do personal needs affect a lifestyle?
5. How does a person's occupation affect a lifestyle?
6. How does health affect a lifestyle?
7. How do cultural backgrounds affect a lifestyle?
8. How do geographical regions affect a lifestyle?
9. How does education affect a lifestyle?
10. How does sex affect a lifestyle?
11. How does age affect a lifestyle?

PERSONALIZE

1. Describe your family's lifestyle.
2. What do you like about your family's lifestyle?
3. How would you change your lifestyle if you could?
4. How was your grandparents' lifestyle different from yours?
5. What would or wouldn't you have liked about their lifestyle?
6. Describe the lifestyle you hope to have some day.

CHALLENGE

1. How are you going to prepare for the lifestyle you hope to have? (money, education, etc.)
2. If you were forced to move to _____, how would your lifestyle change?

Resource: Human Relations Dept.
Madison Public Schools
Madison, Wisconsin

ACTIVITY - "Compliments are Important"

Make up a list of words that hurt people and words that help people. Discuss:

Which of these words do you use?
Which of these words have been used to describe you?
Which of these words do you like to hear people say about you?

Save this list of words, and use it for a "spring board" for a discussion on special people in the room. Ask the children "What things make a person special to you?"

Strive for:

A special person is courteous
A special person completes work
A special person uses the right voice at the right time.
A special person respects everyone

Write their answers on chart paper and display it on a bulletin board with the title "Special Person of the Week."

At the beginning of each week, the Special Person's name should be posted. The child selected may display any work or photos he/she desires at anytime during that week. On Friday the class should sit in a circle and compliment the "Special Person."

AGING

DEFINE

1. What is an old person?
2. What is a young person? (similarities-differences)
3. What is middle age?
4. What is meant by the term aging? What are some signs of aging?
5. What are some other words for aging?

PERSONALIZE

1. Are your parents young, old, middle aged?
2. Are you looking forward to aging? Why? Why Not?
3. What things do you do to help an aged person?
4. Do you try to avoid being around old people? Why?

CHALLENGE

1. Who worries more about aging, men or women? Why?
2. What are some of the problems aging brings? Solutions?
3. Is there a "Fountain of youth?" (Ponce de Leon)
4. If there was a pill that would stop the aging process; at what age would you take it?

GOAL 5:

TO HELP STUDENTS UNDERSTAND AND RESPECT INDIVIDUAL DIFFERENCES
THROUGH AWARENESS OF PREJUDICES, DISLIKES, AND STEREOTYPES.

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What's in the Package--Activity.	66
Discrimination--Discussion Topic.	67
Dislikes--Discussion Topic.	68
Tasting Party--Activity.	69
Green Eggs and Ham--Activity.	70
Stereotyping--Discussion Topic.	71
Stomp Out Stereotyping--Bulletin Board.	72
Changing Sex Roles--Discussion Topic.	73
Ideas and Beliefs-Discussion Topic.	74
Cliques--Discussion Topic.	75
Left Out--Activity.	76

PREJUDICE

Prejudice: Having an opinion or making a judgment about someone or something without having all the facts or regardless of the facts.

DEFINE

1. What is prejudice?
2. Is being prejudiced only relating to skin color or religion?
3. What are other ways people are prejudiced?

PERSONALIZE

1. Do you sometimes get ideas about people because of what they look like or wear?
2. Have you ever been wrong about people after judging them for their differences?
3. Have you ever been a victim of prejudice?
4. Have you ever been called names because of your differences and how did you feel about it?
5. What are some prejudices that people you know have?

CHALLENGE

1. What are some things we can do to prevent a person from being hurt because of their differences?
2. What can be done to help overcome prejudice?
3. How do prejudices hurt the individual who holds them?
4. How does prejudice hurt the individual or group towards whom the prejudice is directed?

WHAT'S IN THE PACKAGE?

ACTIVITY

Get two boxes about the same size. In one box, place some dirt. In the other box, place an equal amount of candy. Wrap the box containing dirt very neatly with matching paper and ribbon.

Wrap the box containing candy in newspaper, and use a shoelace as a ribbon.

The teacher should set the gifts out, but wait for the class to ask about them. Then, tell the class that one box will be shared by the class, and that the other box will belong to the teacher. Have the class vote on a box. Open the box that was voted on and discuss why that box was voted on. Continue discussion.

DISCRIMINATION

WARM UP-- Tell the boys in the group that they will not have the same rights as the girls. For 5 minutes the girls can visit among themselves or be free to move around. (Procedure can be reversed.)

DEFINE

1. What is meant by discrimination?
2. Give some examples of discrimination.

PERSONALIZE

1. How did you feel when your rights were taken away from you?
2. How did you feel when you had special privileges?
3. Did you think of the feelings of the children who lost their rights?
4. How do you think they felt?
5. Why was what we did wrong?
6. Do you think there are people who are discriminated against because of what they look like? Give examples. (fat, tall, short, color, language, etc.)

CHALLENGE

1. How does prejudice make people discriminate against others?
2. How do people learn discrimination?
3. How does discrimination hurt the individual?

DISLIKES

DEFINE

1. What are dislikes?
2. Does everyone have dislikes?
3. How are dislikes different from prejudices?
(They are substantiated with reason)
4. When people are cruel to others only on the basis of differences (color, religion, handicaps, etc.) is this a dislike or a prejudice?
5. If someone said they didn't like spinach because it made them sick, would this be a prejudice or a dislike?

PERSONALIZE

1. Name some of your dislikes. (Must be able to substantiate with reason)
2. Do you have some of the same dislikes your parents have? Name them.
3. Do you have some of the same dislikes your friends have? Why?
4. What are some ways we let our dislikes be known?
5. How do your parents get you to eat something you don't like?
6. What do you dislike doing that you have to do?

CHALLENGE

1. How can dislikes be changed to likes?
2. What would the world be like if nobody had dislikes?

ACTIVITY "Tasting Party"

Ask each child to think about their favorite foods. As they are talking about these, record them on the chalkboard. This will automatically point out the range of likes and dislikes. Set a time when the children can bring their food to school for a tasting party. Let the children tell about what food they brought, and if they have a special reason for bringing that particular item. For example:

How many of you have eaten this before? Those of you who haven't had this before, what did you think of it?

How many have it at their home?

Do your parents, brothers, sisters, or friends influence the kinds of things you like to eat? Has anyone influenced you in what you like to eat?

Resource: Individual Differences
Experiences in Human Relations
Compiled by the Madison
Public Schools

ACTIVITY

Read-Green Eggs and Ham by Dr. Seuss

Discussion:

1. Why do you think Sam's friend did not want to taste the green eggs and ham?
2. Do you think he was mixed up in his feelings? How?
(Answer should infer that he did not know the difference between a dislike and a prejudice.)
3. Why do you think Sam-I-Am tried so hard to get him to taste the food?
4. Have you ever refused to eat a food because of what you heard about it or the way it looked? Did you eventually taste it? How did you feel about it after you tasted it?
5. Can you decide whether you like something by another person's feeling about it? Why?

(It should be brought out here that everyone is different which means their sense of taste is different. What one person might like another person might dislike.)

STEREOTYPING

WARM UP--What do you think of when you hear or see these words: teachers, Indians, ghetto, rich people, scholars, gangsters, artists, doctors, senior citizens, all-American

DEFINE

1. "You have just been stereotyping groups of people."
2. What does stereotyping mean? (Mental pictures people have of other people or groups. These mental pictures lump people together and deny individual differences.)

PERSONALIZE

1. What advertising on TV have you seen that stereotypes people?
2. Have you ever stereotyped anyone before you knew them? How?
3. Do you think this is a fair way to deal with people? Why?
4. Name some ways that you know that stereotype people. (ethnic stereotyping, cultural stereotyping, sex-role stereotyping)

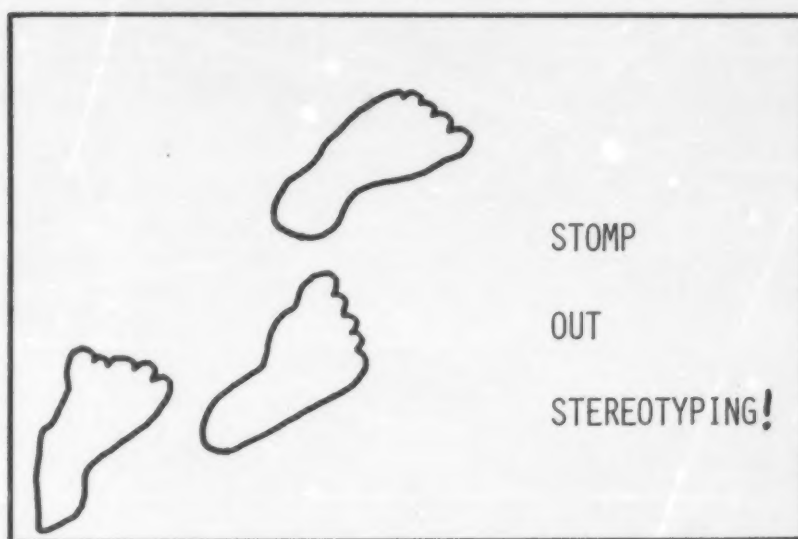
CHALLENGE

1. How do stereotypes develop?
2. React to these stereotypes:

Blondes have more fun.
 Fat people are always happy.
 Mothers are diswashers and housekeepers.
 Teenagers lack respect for adults.
 Eskimos live in igloos.
 Indians live in teepees.
 Boys are reckless drivers.

Bulletin Board Activity--

Have students search for and cut out magazine ads that depict stereotyping of any kind. (Women with cleaning products, men with tools, etc., boys getting dirty and girls being clean). Display these ads on bulletin board.



CHANGING SEX ROLES

DEFINE

1. What are some careers people choose?
2. Are there jobs that are meant for just women?
(Can men be nurses, etc.?)
3. Are there jobs that are meant for just men?
(Can women be truck drivers, etc.?)

PERSONALIZE

1. Who makes a living at your house?
2. Does your dad help your mother? How?
3. Does your mother help your dad? How?
4. What jobs or responsibilities do you or your brothers and sisters have?
5. How do you feel about the work you do?
6. Do you know of any cases where women hold traditionally male jobs, or vice versa?

CHALLENGE

1. What can be done to help people accept changing roles?
2. What can people do if they think they are being discriminated against because of their sex?

Activities--

View video tapes: SRA "Freestyle"
 Scoop (focus: Changing Roles) Programs 5A and 5B
 Scoop (focus: Changing Roles) Programs 6A and 6B
 Hey, Mom! (focus: Changing Roles) Programs
 12A and 12B

IDEAS AND BELIFS

DEFINE

1. How are ideas and beliefs formed?
2. How do people express their ideas and beliefs?

PERSONALIZE

1. Where did you get your ideas and beliefs?
2. What do you think of when you hear: food, church, politics, friends, sports, etc.?
3. Do you have the same ideas and beliefs as everyone else about these things?
4. How do you react when someone disagrees with your ideas and beliefs?
5. Do you think it is right for other people to force their ideas and beliefs onto others? Why or why not?

CHALLENGE

1. What if the president said that all people must be Methodist?
2. What if the teacher said students could go out for recess only if they played the teacher's favorite game--hopscotch?
3. In what ways are ideas and beliefs changed?
4. Do citizens of the United States have constitutional rights that guarantee them freedom to express their ideas and beliefs?
5. Are there places where people don't have these rights? Where?

CLIQUEES
(Upper Elementary Jr. High)

DEFINE

1. What makes a clique?
2. How are cliques formed?
3. Who leads cliques?
4. Who decides who can belong to a clique?
5. What are some advantages or disadvantages of cliques?

PERSONALIZE

1. Do you belong to a clique? or Would you want to belong to a clique?
2. Is it necessary to belong to a clique to be happy?
3. If you were the leader of a clique-who would you include?
4. What would be the function of your clique?

CHALLENGE

1. Would the acceptance or rejection of a student have an effect on that student's school work?
2. How can cliques affect new students?
3. Why do teachers get "hyped" at some cliques?
4. Are there other names for cliques? What are they? (groupie)

LEFT OUT

ACTIVITY

Tell class to arrange themselves into groups of five. When this is completed, tell them you don't like this grouping, please rearrange themselves into groups of three. (They will have to find some method as to who will leave. The rejected people can form new groups)

Discuss with class:

1. How did you feel if asked to join a group?
2. How did you feel if asked or told to leave a group?
3. How did you feel when you were still part of the group?
4. How did you feel when you were rejected?

GOAL 6:

TO HELP STUDENTS BECOME AWARE OF AND RESPECT VARIOUS CULTURES
WITHIN OUR COUNTRY.

	<u>Page</u> <u>No.</u>
We Are Americans--Discussion Topic.	78
We Are Americans--Bulletin Board Ideas.	79
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WE ARE AMERICANS

WARM UP--Ask students to locate North America on the world map. Check their accuracy by pointing out that all of North America includes Canada, United States, Mexico, and Central America. At this point stop and point out that we are going to be talking about Americans in the United States.

DEFINE

1. Who are Americans?
2. What does an American look like?
3. How does a person get to be an American?
4. What do Americans have in common?
5. What is the official language in America?
6. Do all Americans speak this language in their daily lives? Explain.

PERSONALIZE

1. Are you an American? Why?
2. Do you know anyone who is not an American?
3. What makes you proud to be an American?
4. What do you do to show respect for America?
5. What rights do you have as an American?
6. Can you name some famous Americans? Living? Dead?

CHALLENGE

1. How do people from other countries become Americans?
2. How have Americans changed over the past 200 years?
3. How is the lifestyle of Americans different from the lifestyle in (country)?

WE ARE AMERICANS

Bulletin Board Ideas

We Are Americans

Child's Picture



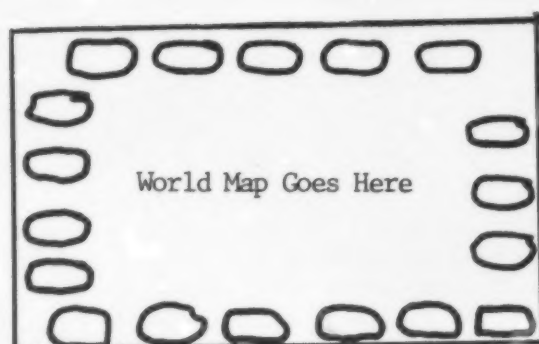
My name is _____

My family lives in _____

(sentence about self & family) _____

My ancestors came from _____

I am an American.



Use world map as focal point of bulletin board. Have each child's picture and ancestral story (above) border the map. Attach yard for each child from country of origin to present home. Teacher should use with discretion. Some parents may not want their children to participate in this activity for various reasons.

MURAL:

Explain to the class that the purpose of this mural is to bring together all cultures represented in America. Have students discuss and plan a mural representing all cultures in America.

ACTIVITY-from Department of Human Relations, Madison Public Schools, Madison, Wisconsin.

LET'S PRETEND: CIRCLE THE AMERICANS

Instructions:

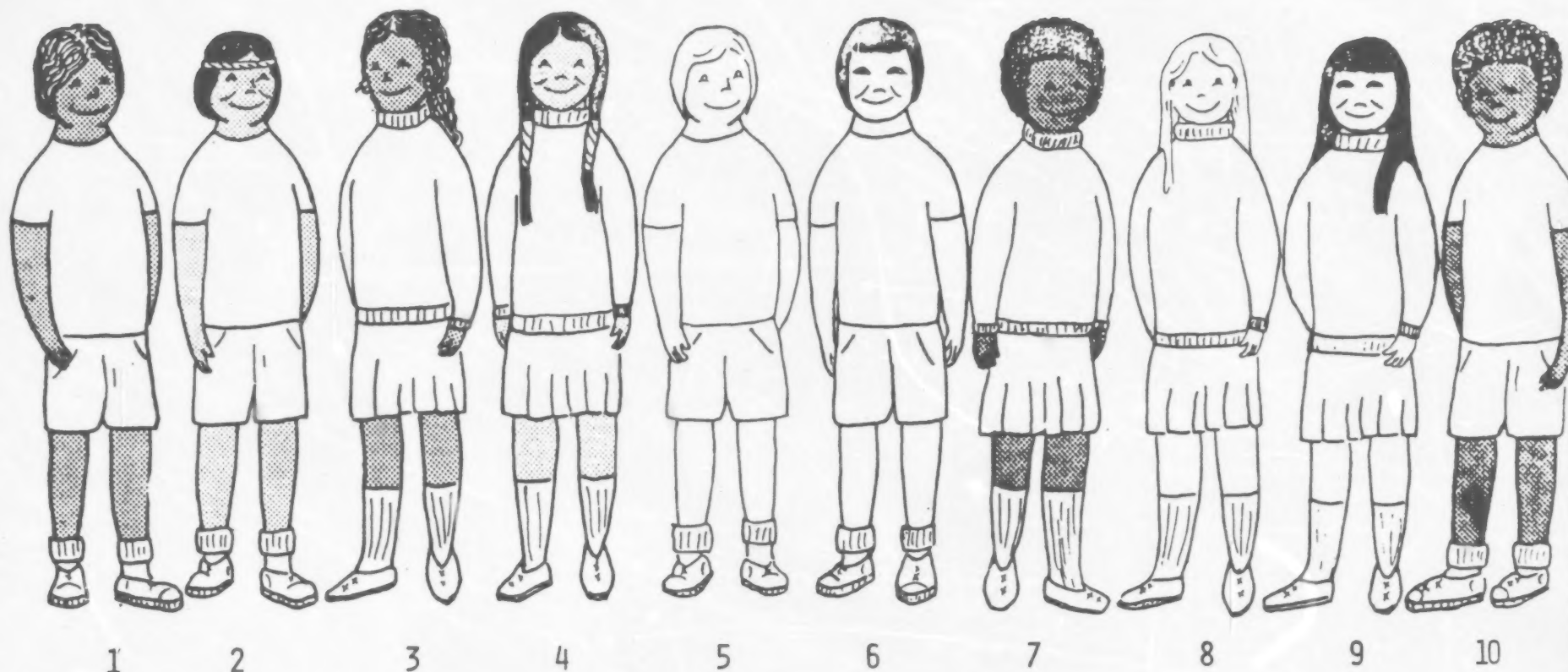
1. Ask the students to pretend that they are six to eight years olds. Explain to them that this is important if the activity is to be worthwhile.
2. Pass out sheet #1-ask students to circle all the children they would have thought of as American when they were six or eight years old. Names are not to be placed on the sheets.
3. Tally the results: using chalkboard-number from one to ten. Each number will represent one of the children on sheet #1.

1. Chicano	6. Chinese American
2. Native American	7. African (Black) American
3. Chicano	8. European (White) American
4. Native American	9. Chinese American
5. European (White) American	10. African (Black) American
4. Now ask the students to show by a raising of their hands, all who circled #1 then #2 etc.
5. Count up the totals then proceed.
6. Now we will try to discover some of the reasons why some White children think some of these groups are more American then others.
7. Pass out sheet #2 (questionnaire).
8. Students do not need to pretend to be six or eight to fill out questionnaire.
9. Important: teacher may wish to read through the questionnaire with the students before they fill it out because of some of the concepts.
10. After students have filled out the questionnaire discuss each concept with them.

1. Pretend you are six - eight years old.

SHEET #1

2. Circle all the children you would have thought of as American when you were six-eight years old.



1. How do you think your choices compared with choices children six-eight might make?

2. How did you learn about what an American looks like?

Comments: _____

3. What do you think helps young children learn that some people are more American than others? Please check what you think has a lot of influence on them.

1. Neighborhoods where most people belong to the same group_____.
2. Movies_____.
3. Role models in the community, politicians, teachers, principals, etc. _____.
4. Books, stories_____.
5. Patriotic songs and symbols when displayed use of one kind of human model, e.g. Uncle Sam_____.
6. The melting pot theory_____.
7. Parents influence_____.
8. Beauty pageants i.e., "Miss America Contests"_____.
9. Study of American history_____.
10. Stories pertaining to_____.
11. American history_____.
12. Guided by child's own skin color_____.
13. Guided by child's own physical appearance, i.e. eye shapes, two arms, two legs, etc._____.
14. Clothing styles_____.
15. Child's own associates_____.
16. Friends influence_____.
17. Television_____.
18. The way groups do things differently_____.

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ANCESTORS

DEFINE

1. What are ancestors?
2. What is a family tree?
3. What does a family tree have to do with ancestors?

PERSONALIZE

1. Do you know who some of your ancestors were?
2. From what country did your ancestors come?
3. Why did they come to America?
4. What traditions did your ancestors bring? Do you carry on any of these traditions today?
5. What language did your ancestors speak? Do you know any words in that language?

CHALLENGE

1. What can be learned from ancestors?
2. How can traditions be carried on?
3. How can family trees be traced?

CULTURES (Upper Grades)

Definition: A culture is the shared ideals, thoughts, and feelings, values and expectations of a group.

DEFINE

1. What is a culture?
2. Does everyone belong to or possess a culture? Why or why not?
3. What are some characteristics of a culture? (Could list on board) e.g. Food, traditions, clothing, customs, religion
4. Is there a dominant culture in America, or are all cultures equal?
5. Is there a dominant culture in this community? What?

PERSONALIZE

1. What culture forms your background?
2. What are some characteristics of your culture?
3. Does your skin color have anything to do with your culture?
4. What are some of the characteristics (e.g. special food, clothing, dances, etc.) of a particular culture you know about?

CHALLENGE

1. How can more be found out about different cultures?
2. Suggested Activity: Investigate a culture other than your own and present the material to the class.
3. What happens when people of different cultures marry?